

## Appendix G: Internship Field-based Activities Summary Report and Validation

Jack Robertson ET8019



### Lamar University – M.Ed. in Educational Technology Leadership

#### Internship Field-based Activities Summary Report and Validation

Directions: This Internship Field-based Activities Summary Report is for your use as a planning worksheet. Post this report to your e-Portfolio wiki/blog/Google site monthly to document completion of your activities.

As you plan your campus- or district-supervised Internship hours, do the following:

- Include at least one campus- or district-supervised activity under each of the 33 ISTE Technology Performance Indicators associated with the eight Technology Facilitation Standards.
- Make sure your campus- or district-supervised activities total a minimum of 100 hours as specified in the eight Technology Standards.
- Follow the guidelines on page 37 to reflect on each completed activity.

Your site mentor will validate the hours earned at the end of your Internship. All hours must be completed before you enroll in the Internship course, EDLD 5388/5370 \*Please note that course number changes in Fall 2010\*.

Once complete:

- PDF the Validated Summary Report. This report must be signed by your site mentor.
- Create a new page on your wiki, titled “ Completed Internship Field-based Activities Summary Report”
- Post the completed Internship Field-based Activities Summary Report to your wiki.

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Technology Operations	TF- I.A	Trained new teachers on proper use of the school district's network, shared campus drives, and school's student information system.	8/13/2010	8
		Reflection:		

	TF - I. B	Trained teachers on proper protocol for issuing work orders for technology and other communications with the technology department.	8/13/2010	8.25
		<p><b>Reflection: (combined)</b></p> <p>This was the first project from my new job as technology coordinator. I met with all the new teachers for the district and went over general procedures for using our school's network. We discussed user names and passwords, how to choose passwords, logging into the network, accessing Outlook, accessing webmail, accessing Gradebook, entering data in Gradebook, taking attendance, entering lunch count (elementary teachers), accessing the shared campus drive, protocol for using campus drives, and how to communicate with the technology coordinator (work orders).</p> <p>This was a very important meeting. It got teachers grounded on how to use the school's network and communication procedures.</p>		
<b>Subtotal</b>			8/13/10	16.25

**Appendix G: Internship Field-based Activities Summary Report and Validation**

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard II. Planning and Designing Learning Environments and Experiences	TF-II.A	Gathered resources for online course of study on Copyrights, Fair Use, and Creative Commons.	12/4/2010	3.5
		Reflection:		
	TF-II.B	Meeting with Mr. Michael Van Wetering about the unit of study and how to use it online.	12/4/2010	2
		Reflection:		
	TF-II.C	Assisted Mr. Van Wetering in guiding the students in the unit of study.	12/4/2010	2
		Reflection:		
	TF-II.D	Explained the different technologies used in the unit of study to Mr. Van Wetering.	12/4/2010	1.5
		Reflection:		
	TF-II.E	Helped Mr. Van Wetering with ways to assess student progress in the unit of study.	12/4/2010	2
		Reflection:		
	TF-II.F	Completed the unit of study with Mr. Van Wetering and his students.	12/4/2010	2
		Reflection: (Standard II Combined)  I understand and realize the advantages of using technology in the work place. I am a bit amazed how far behind education is in utilizing technology as compared to business. It seems as if only recently has education tried to make a push for technology use. Younger teacher come to education with a sound basis for using technology, but the more seasoned teacher are more set in their ways and do not like change.		

	<p>Most teachers use technology for grades, attendance, and communication (email), but only a few integrate technology into their daily curriculum. The challenge seems to come from change. In my school we have been very successful when it comes to TAKS scores, so many teachers don't see the need to change what we are doing since we are having so much success. Many teachers have established a system or method that they have used for years and feel like integrating technology presents too big of a change to what they are currently doing. Those that do try to integrate technology into the classroom are presented with many issues. "In the planning process, teachers must also consider how students will acquire technical skills needed to complete learning tasks" (Redish and Williamson, 2009). In my school keyboarding is not taught until 6<sup>th</sup> grade. This presents a tremendous hurdle for teachers to integrate technology when students don't have the very basic skills necessary. So when a teacher does implement technology, they may have to go backwards and teach some basic skills before they can teach their content. Individual websites for teachers has only been accepted by a few teachers and even many them do not keep it up to date. Even with training and professional development some teachers are hesitant. "Teachers often feel uncomfortable using computers and are unaware of the teaching and learning pedagogies that computers and the Internet are able to support" (Mouza, 2003).</p> <p>Technology will cause a huge paradigm shift in education. It is no longer what can we memorize but what information can we find and use. Teachers must move away from conventional instruction that is teacher-led to a new method of instruction where students explore and teachers help facilitate learning. Students already use technology in their lives outside of school, so it is natural for them to use it in school. These students "represent the first generations to grow up with this new technology" (Prensky, 2001). This is why I often tell teachers to ask their students how to do a particular technology task.</p> <p>On several occasions this year I have helped teachers integrate technology into their lessons, and most times the teacher are willing but struggle to comprehend the technology. I always leave them by saying, "just present it to the students, they will get it", and they always do.</p> <p>Mouza, C. (2003). Learning to Teach with New Technology: Implications for Professional Development. <i>Journal of Research on Technology in Education</i>, 35(2), 272-289.</p> <p>Prensky, Marc (2001). Digital Natives, Digital Immigrants Part I. <i>On the Horizon: The Strategic Planning Resource for Education Professionals</i>, 9(5), 1-6.</p> <p>Redish, T., &amp; Williamson, J. (2009). <i>ISTE's Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able to Do</i>. Eugene,OR: International Society for Technology in Education.</p>		
<b>Subtotal</b>			<b>29.25</b>

**Appendix G: Internship Field-based Activities Summary Report and Validation**

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard III. Teaching Learning, and the Curriculum	TF-III.A	Updated and prepared computers in 4 <sup>th</sup> and 6 <sup>th</sup> grade computer carts for use in the classroom	10/22/2010	3
		Reflection:		
	TF-III.B	Met with teachers (Mr. Rodriguez, Mrs. Baggett, and Mrs. Buchanan to explain operating procedures and how to gather information from the Internet.	10/22/2010	.75
		Reflection:		
	TF-III.C	Assisted Mr. Rodriguez in the use of laptops in his geography class.	10/22/2010	1.5
		Reflection:		
	TF-III.D	Assisted Mrs. Baggett with her class in the use of laptops in her science class.	10/22/2010	1.5
		Reflection:		
	TF-III.E	Met with teachers to discuss different strategies for using the Internet in their curriculum.	10/22/2010	1
		<p><b>Reflection: (Standard III combined)</b></p> <p>This activity really stressed the importance of keeping technology equipment up to date and in good working order for teachers to use them for instruction. I found the computer cart in poor condition. I was told by the teachers that they didn't use them because they were unreliable. I got all but one of the computers working and updated. When I met with the teachers to go over the use of the computers, I was met with skepticism. I convinced them that they were in good working order and that I would be in the class with them to solve issues they may have. Not only do teachers need to see the advantages the technology can give them in their curriculum, but they need to have confidence that the technology will work.</p> <p>I gained a great insight on some of the reasons teachers don't use technology. It was for a reason I don't recall reading in our readings for this course. As a technology leader in a small school district, we must not only encourage and help teachers integrate technology applications into their curriculum, but we must make sure that they have technology tools they can rely on.</p> <p>The technology infrastructure in my school is old and in ill repair. Fortunately, we are in the process of totally rebuilding our network and implementing new computers. Once this is done, we will have the basis for building technology use in the curriculum and gain faith in the teachers that they can use the technology</p>		

		<p>with confidence.</p> <p>This was an assignment that I was actually asked to do by some teachers. I took the cart into my office and completely went through them and got them back to good working order. I knew once I got them in good working order, I could convince the teachers that the cart would be reliable and they could use them for instruction.</p> <p>I felt like I did a very good job of getting the computers back in good usable condition. I learned that it was only the first step in the project. I had to oversee the use of the computers and reassure the teachers that they could depend on them.</p> <p>The fundamental basis of technology use is having reliable equipment and network. Without that basis teachers will not be able to grow in the use of technology.</p> <p>This is not an area that was address in the discussion forums and web conferences. This project was mostly technically oriented, although it involved into more.</p> <p>One huge lesson I learned from this project was that what begins as a basic fundamental project can open doors to a complete set of other issues. What began as a simple project of fixing computers turned into much more. The teachers were already competent in working with the computers, but their confidence needed to be boosted. I leaned to stay open to what can evolve from what appears to be a simple issue. I must listen deeply to what teachers are saying to mine what they really need. I will continue to look further than just the obvious issue at hand.</p>	
Subtotal			37.5

**Appendix G: Internship Field-based Activities Summary Report and Validation**

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard IV. Assessment and Evaluation	TF-IV.A	Took inventory of our school's response systems and took a poll of the middle school teachers to see who were using the systems. Spend time learning how the Promethean response systems worked.	1/7/2011	4
		Reflection:		
	TF-IV.B	Analyzed the responses from teachers  Met with Mr. King, who was one of the teachers who uses the system.  Met with Mrs. Marshall and Mrs. Gilbreath about using the response systems in a class next week.	1/7/2011	2
		Reflection:		
	TF-IV.C	Confirmed class times for using the systems in Mrs. Gilbreath's and Mrs. Marshall's class. Discussed how they would be used.  Monitored the use of the system in Mrs. Marshall's class.  Monitored the use of the system in Mrs. Gilbreath's class.  Evaluated the system use with Mrs. Gilbreath and Mrs. Marshall.	1/7/2011	3.75
		Reflection: (Standard 4 combined)  This project was an eye opener. We have 10 Student Response System from Promethean. What surprised me was how little they are being used. In our Middle School, only two teachers were using the systems. I tried to analyze where we are going wrong with Student Response Systems. Could it be that we were subject to a sharp salesman? Have we not trained teachers properly on the use of the systems? Are we not promoting the use of the system? Do the teachers not see the value in the system? It seems to be a product of all the above.  On the brighter side, teaching the teachers how to use the system and implementing it into the lessons was a huge success. Student response systems are a mature, scalable technology that has the potential to improve classroom participation and student achievement (Roschelle, Penuel, & Abrahamson, 2004). It was a simple process and the teachers were excited about the interaction from the students. What was most exciting was the response from the students. It was very effective in keeping the students engaged and responsive. Overall this project was a huge success and the two teachers I worked with are now using the system much more frequently. The more teachers who use the system and spread the word about it, the more teachers will use the Student Response Systems.  The Student Response Systems are a great formative assessment tool. This tool combined with good quality instruction will further improve education. These findings are also consistent with research conducted by other researchers in formative assessment, who emphasize that at its best, good formative assessment becomes seamlessly integrated with good instruction (National Research Council, 2001).  I learned a great deal through this project. Our school has spent a lot of money on technology that is not being used. There are several reasons we are not using them as we should, but I find the main reason is lack of professional development. If we do not follow up these type of purchases with professional development, we are definitely wasting our money. As the new Technology Coordinator, I now realize the importance of follow up when it comes to		

		<p>implementing technology. We can purchase technology and just drop it in the laps of the teachers and we are doing education a huge injustice. But if we follow it up with quality professional development and technical support students and teachers will benefit.</p> <p>I shared with the teachers some valuable resources that are available to using the SRS, such as the Promethean website, <a href="http://www.prometheanworld.com/">http://www.prometheanworld.com/</a></p> <p>Professional development is the key to successful technology use. We can give teachers the technology, but if we do not follow it up with training we have wasted money, time, and resources. This project has taught me that applying a technology tool is only a small percentage of what is required. The whole package must be complete in order for technology use to be successful. In future technology applications, I will consider all aspects of the application. Before giving teachers technology tools, I will plan for training and professional development. Also, I must consider that I will need to play the role of cheerleader in order to convince educators that the tool is useful and can increase student learning.</p> <p>Roschelle, J., Penuel, W. R., &amp; Abrahamson, A. L. (2004). The networked classroom. Educational Leadership, 61(5), 50-54.</p> <p>National Research Council. (2001). Classroom assessment and the National Science Education Standards. Washington, DC: National Academy Press.</p>		
<b>Subtotal</b>				<b>47.75</b>



**Appendix G: Internship Field-based Activities Summary Report and Validation**

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard V. Productivity and Professional Practice	TF-V.A	Designed a 3 hour professional development for teachers to encourage use of 2.0 tools. This PD concentrated on wikis and blogs.	3/8/2011	3.25
		Designed a 3 hour professional development for teachers to encourage use of 2.0 web tools. This PD concentrated on wikis and blogs.		
	Reflection:			
	TF-V.B	Talked with the head of the English and History department in the High School to discuss the possibility of presenting my PD to their department. The History head was responsive, but English head did not feel like they could give up the time needed.	3/8/2011	1.75
		Set up times with the history dept. head for times to do the PD. Very hard to find time and willingness from the teachers to give up time.		
	Reflection:			
	TF-V.C	Met with Mr. Buchanan about times for PD. He would not give me a full three hours but gave me three forty-five minute sessions spread out over three weeks. The sessions would be conducted after school on Tuesdays.	3/8/2011	.5
		Reflection:		
	TF-V.D	Met with the history dept. teachers after school for 45 minutes. Continued with PD.	3/8/2011	3.25
		Met again on the following Tuesday.		
Briefly discussed the completion of PD.				
Reflection: (Standard 5 combined)				
This project was not necessarily a project on the Standard V as it was a project on negotiation. Since I was asking teachers to give up some of their free time, it was very difficult to accomplish this project. The teachers appreciated the value, but still did not want to give time from their extremely busy schedule. Fortunately, my mentor has set up time for me to give the professional development to the whole school during the required professional development during June. It will be after the completion of the Lamar program, so I will not be able to reflect on it. Barriers to technology integration in the K-12 classroom still exist as a result of teachers’ negative attitudes, reluctance to use technology, and a fear of technology (Becta, 2003; Brinkerhoff, 2006; Ertmer, 2005). These				

		<p>barriers include lack of time, training, and lack of interest. Studies have found that teachers consistently want to know how to use technology, but they still do not have sufficient knowledge and a sense of comfort in this area (Boling, 2005). This spoke to the huge barrier we have with teachers. I realize how difficult it will be to convince teachers to take the time to learn new technology skills.</p> <p>I had not used wikis and blogs very much before this masters program. I had never had one of my own. We set a wiki up in our first class. I got a good education from that, but the real education on wikis and blogs came when I prepared a professional development session for others. I needed to be very knowledgeable of them in order to teach others about their use and how they could use them for educational purposes. It is true that if you want to really learn something, teach it. I not only realize the value, but I now feel I can demonstrate to others how to use them and teach them about their value in the classroom.</p> <p>This project definitely sharpened my lifelong learning skills. I feel I grew as a learner and I reinforced the belief of teaching a skill is the best way to learn it. I also gave me an idea of how to create professional development sessions that would be better received by the teachers. I hope to approach the administration about doing technology based professional development for teachers alongside the students on days like before Thanksgiving and Christmas when very little work is accomplished in the classroom. The students and teachers could learn together. It would be a class for the students and professional development for the teachers. It could also create a bond between the teachers and students since they would be learning together. Teachers collaborating with students to learn technology. It is an interesting concept that could create lifelong learning skills.</p>
Subtotal		52.25

**Appendix G: Internship Field-based Activities Summary Report and Validation**

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard VI. Social, Ethical, Legal, and Human Issues	TF-VI.A	Analyzed our AUP and ISP. Obtained a copy of three school district's (Floydada, Frenship, Cypress Hill) AUP and ISP.	4/14/2011	2
		Reflection:		
	TF-VI.B	Spoke with Mr. Marshall about his input on what he desired to be included in the revised AUP and ISP. He directed me to visit with our superintendent. I visited with Mr. Motheral. He ask to oversee the revisions.	4/14/2011	1
		Reflection:		
	TF-VI.C	Wrote the revised AUP and ISP for my district, taking wording and excerpts from each of the three acquired versions as well as our current version.	4/14/2011	2.5
		Reflection:		
	TF-VI.D	Made the requested corrections and presented the final copies to Mr. Marshall and Mr. Motheral.	4/14/2011	1
		Reflection:		
	TF-VI.E	Completed project and posted results to website.	4/14/2011	1
		<b>Reflection: (Standard 6 combined)</b> When I compared my district's current AUP and ISP with more technology current school's AUP and ISP, I realized how out of date and out of touch we were with current technology usage. It should almost be a complete faculty or staff effort the stay up to date with needed changes to the current district's AUP and ISP. According to Microsoft's publication, A Parent's Guide to Online Safety: Ages and Stages, "all school personnel should keep abreast of constantly changing		

	<p>Internet safety information and communicate regularly on the topic. Technology and Internet usage changes constantly and as technology coordinators we must make sure that our district's AUP and ISP reflect those constant changes.</p> <p>The most important thing I learned from this activity is how important it is to keep a school's policies up to date and current with changes in technology, society, and culture. Moore's Law seems to be relevant in everything technology related. Our school's policies had not been reviewed and revised for several years and it was evident by the fact that they did not address some of the most current technology usages. I realize as a technology leader, I must constantly monitor our policies to make certain they are relevant to current technology use. It may very well be necessary to make changes on more than a yearly basis, which is customary for most school policies.</p> <p>I try to reflect on how my experience on this project applies to other areas of education and life in general. As technology leaders it is vital that we stay current on technology and policies that govern its use in education, but we also must stay current in advances in how student learn. To be able to be effective in this area, we must be constantly learning about changes in technology, society, cultures, education, relationships, and many, many more areas. We must never be like the teacher who teaches the same lesson she taught twenty years ago with the same worksheets. Everything evolves and nothing stays the same, and this is never more true than in technology and education.</p> <p>A Parent's Guide to Online Safety: Ages and Stages by Microsoft <a href="http://www.microsoft.com/athome/security/children/parentsguide.msp">http://www.microsoft.com/athome/security/children/parentsguide.msp</a></p>		
Subtotal			59.75

**Appendix G: Internship Field-based Activities Summary Report and Validation**

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard VII. Procedures, Policies, Planning, and Budgeting for Technology Environments	TF-VII.A	Met with representatives for the Catema internet tower installation project.	ongoing	10.5
		Administrators meeting to discuss plan for updating network infrastructure.		
		Walk through with CTSI to evaluate network infrastructure needs assessment. Prepare for proposal.		
	Reflection:			
	TF-VII.B	Met with Jeff Baum(Business Manager) to discuss budgetary issues with network project.	ongoing	4.5
		Met with Region 17 Service Center to discuss E-rate.		
Reflection:				
TF-VII.C	Walk through with Desert Communications to evaluate infrastructure upgrade needs. Get second proposal. Traveled to Levelland to look at some of Desert's work.	ongoing	8.5	
	Reflection: (Standard 7 combined) <p>This project was an ongoing project throughout the year. I did not log all the hours. I spent well over 2 hours every day throughout the school year. I have spent at least 300 hours on this project so far. The completion of the project should be around the middle of July, 2011. Bringing back to life a network infrastructure that is outdated and has been neglected for many years is a huge undertaking. I cannot believe the knowledge I have gained from this project. The amount of hours I reported on this project is just a fraction of the amount of total hours invested in this project. I am blessed that the administration and school board have placed a great deal of confidence in myself to take on this endeavor. I felt as if my knowledge of the subject was not sufficient for such a large project, but I realized quickly that I was the most qualified in the district to complete this project, as most administrators have limited knowledge and understanding in the area of technology infrastructure. This project required me to gain knowledge not only about the requirements for a good technology infrastructure, but also about funding. I gained a great deal of understanding of how E-rates works and how it would apply to this particular project at my particular school. I have learned more in a short period of time on this project than anything else I have ever done. This is a great experience. I am extremely excited about the completion of this project. Upon completion, there will be so many avenues opened up for technology use and learning in the classroom.</p> <p>This project was a learning experience of a lifetime. There is no classroom, course, or program that could replace or duplicate the knowledge gained from this project. Upon completion of this project, we have laid down the foundation for all technology use in our district. "UNLIKE THE ANNUAL MOTION PICTURE industry awards, there is no educational technology Oscar for best supporting role. Though a district's technology infrastructure supports and enhances education, it gets no curtain calls and is often upstaged by one-to-one notebook PC initiatives, student robotics programs and other technology stars. Yet, the show simply cannot go on without a well-maintained, up-to-date technology infrastructure"(Gura, 2011). I realized that most people in my district will never realize the importance of a good technology infrastructure, but they will definitely reap this benefits. I could write a book on all that I have learned from this project. I am much more familiar with all that is involved in networking and how to manage it.</p> <p>This course did not teach me the things I needed to know to complete this project. I gained endless amounts of knowledge by networking with other technology coordinators, the Service Center, and network service vendors. Even though this project was such a great learning experience, I believe the greatest benefit was the new contacts I made through this project. I have now generated contacts that I can call upon for help in most any area of need. The value of a good network of people in a similar field is invaluable. For myself, this is a two way street. By connecting with someone, I am making myself available to answer their questions and support them, they, in turn are available to help me. This also helps me develop as a professional. I also connect with other people that may have a need in the future that I can help with. Most of the time that accomplished by talking about problems, solutions, ideas, etc.</p>			

		<p>I am very pleased with the progress I have made on this project. It will not be complete until the middle of July, 2011, but my school is already reaping great rewards from having a good, reliable, and fast network infrastructure.</p> <p>My learning in this area will never end as long as I am in this profession. I speak with people I have come to know through this project almost daily. I will continue to pick the brains of people in this profession who have more knowledge and experience than I. In return I will always be available for others who need help. Because of my experience on this project, I have already been asked to help with another school's overhaul of their network. I expect issues and challenges to continue to come my way. I now have the understanding and experience to know where to go for help, and when needed, provide help to others.</p> <p>Gura, M. (2011). Establishing a strong technology infrastructure. EdTech Focus on K-12, Retrieved from <a href="http://www.edtechmag.com/k12/issues/winter-2005/technology-infrastructure.html">http://www.edtechmag.com/k12/issues/winter-2005/technology-infrastructure.html</a></p>	
Subtotal			80.75

**Appendix G: Internship Field-based Activities Summary Report and Validation**

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard VIII. Leadership and Vision	TF-VIII.A	<p>Attended TCEA Conference. Took 2 workshops related to the 1:1 initiative. Spoke with 4 schools who are in a 1:1.</p> <p>Attended TCEA Conference. Took one workshop related to the 1:1 initiative. Spoke with Apple representative and with Mr. Morren from Floydada about the 1:1 initiative.</p> <p>Attended TCEA Conference. Took one workshop related to the 1:1 initiative. Spoke with Promethean about using Macs with ActivBoards. Spoke with Higher Ground Gear representative about bags for Macs. Spoke again with Apple rep.</p>	5/6/2011	12.25
		Reflection:		
	TF-VIII.B	<p>Administrative meeting with campus principals, superintendant, business manager to discuss findings from TCEA concerning the 1:1 initiative.</p> <p>Administrative meeting with campus principals, superintendant, business manager to discuss findings from TCEA concerning the 1:1 initiative.</p> <p>Prepared presentation to School Board</p>	5/6/2011	4.5
		Reflection:		
	TF-VIII.C	<p>Met with School Board to answer questions about 1:1 initiative and the purchase of MacBook Pros for all faculty and administration. Board approved purchase and moving forward to a 1:1 initiative.</p> <p>Conference call with Apple representative John Montgomery. Prepared purchase order for 92 MacBook Pros and accessories for faculty and administration.</p> <p>Meeting with Apple rep. John Montgomery</p>	5/6/2011	6.25
		Reflection:		

	TF-VIII.D	Meeting with Apple rep. John Montgomery	5/6/2011	18.5
		Day long Apple training. (2 days)		
	Reflection:			
	TF-VIII.E	Casper Training (2 days)	5/6/2011	5
		Distributed Macs to faculty and conducted a 45 minute training on the use of the Macs. Conducted the training before school and after school.		
		Follow up training on individual basis for faculty who had questions about their Macs.		
	<b>Reflection: (Standard 8 combined)</b>  <p>This was another great assignment. The knowledge gained was amazing. When I first began researching the 1:1 initiative I had totally intended to use PCs. After the research, I was totally convinced that Macs was the way to go. The entire process taught me more about Apple products and their commitment to education. The best part of the project was that I had to learn about the 1:1, Apple products, and how to deploy them in my school. I had to learn them to the extent that I had to teach other what I had learned. It is true that the best way to learn is to teach. I am now responsible for organizing and conducting professional development for our faculty on the use of Macs and how to integrate them into learning. Learning the application was only the beginning of learning. I also learned the management side of the 1:1 initiative.</p> <p>This experience helped me learn in a variety of ways. I learned by research, collaboration, and experience. Once I learned what I needed, I was then responsible for conveying what I learned to others. At times, I felt like a salesman convincing my administration to buy my product. This approach was beneficial because it help me to believe in what I was doing was for the betterment of education in my school.</p> <p>As of this time, the project has been a total success based upon my due diligence in researching the proposal thoroughly. The first phase of the initiative has been completed.</p> <p>This project gave me another opportunity to gain great learning contacts. I have created learning resources at JAMF, Apple, various school districts, Desert Communications, and well as many others.</p> <p>In my opinion the best "lifelong learning skills" are established by creating a group of resource contacts that you can reach out to for collaborative assistance in whatever project you are engaged in. This project helped me create those contacts. I have created not only professional contacts but friendships that extends beyond the professional environment. When these relationships are established, learning is endless. One exciting benefit from establishing these professional contacts and friendships is that they will help keep me abreast of current changes in educational technology advances. A collaborative group of professionals and friend has been established.</p>			
	<b>Subtotal</b>			144.25
	<b>TOTAL</b>			144.25

Site Mentor:



Name: Scott Marshall

Title: Elementary Principal

*(Please Print)*

Signature: \_\_\_\_\_

Date: 6/18/2011

Site Mentor:

Name: Scott Marshall

Title: Elementary Principal

*(Please Print)*

Signature: 

Date: 6/18/2011